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ABSTRACT

This curriculum resource guide on plastics manufacturing and assembling is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as assembly worker, blow molding machine operator, calendering operator, carton assembler, extruder operator, garment boxer, paint sprayer, paper cutter and wrapper, plastic and cellophane package sealer, and production assistant. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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PLASTICS

MANUFACTURING AND ASSEMBLING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION — COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) — COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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6	Working with Conveyor Belts
7	Working with Hand Tools
8	Assembling Metal Fittings
9	Identifying and Matching Coded Materials
10	Affixing Tags and Labels
11	Personal Hygiene and Proper Dress
12	Blow-Molding-Machine Operator
13	Working in Manufacturing Areas
14	Working on Assembly Lines

15		Working with Automatic Blow-Molding Machines
16		Packing and Wrapping Small Items
17		Packing and Wrapping Oversized Items
18	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
19		Personal Hygiene and Proper Dress
20		Calendering Operator
21		Working in Manufacturing Areas
22		Working on Assembly Lines
23		Working with Automatic Calendering Machines
23		Lifting Heavy Objects in Tandem
24	Mm	Bundling and Unbundling Heavy Rolls of Material
24		Shelving Heavy Rolls of Material
25		Personal Hygiene and Proper Dress
26		Carton Assembler
27		Folding and Unfolding Cardboard Boxes and Corrugated Cartons
28	Mm	Assembling Corrugated Cartons
29		Stacking and Stocking Empty Corrugated Cartons
30		Personal Hygiene and Proper Dress
31		Extruder Operator
32		Working in Manufacturing Areas
33		Working on Assembly Lines
34	Mm	Working with Automatic Extruding Machines
35	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
36		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
37	Mm	Moving Heavily Loaded Dollies and Carts
38		Personal Hygiene and Proper Dress

39	Garment Boxer
40	Mm Selecting Appropriate Cardboard Boxes and Corrugated Cartons
41	Folding and Unfolding Cardboard Boxes and Corrugated Cartons
42	Mm Assembling Corrugated Cartons
43	Folding and Boxing Garments
43	Packing Prepackaged and Preboxed Items
44	Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
45	Sorting and Grouping Items to Specification
45	Stacking Shelves
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47	Injection-Molding-Machine Operator
48	Working in Manufacturing Areas
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50	Mm Working with Automatic Injection-Molding Machines
51	Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
52	Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
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79 Personal Hygiene and Proper Dress

80 Production Assistant
81 Sorting and Grouping Items to Specification
82 Packaging and Boxing Small Items
83 Sealing Plastic and Cellophane Bags
84 Working on Assembly Lines
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85 Working in Manufacturing Areas
86 Stacking and Stocking Assembled Parts
86 Matching and Marking Coded Letters and Digits

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92		Lifting Heavy Objects in Tandem
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94	Mm	Moving Heavily Loaded Dollies and Carts
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116		Packing and Wrapping Oversized Items
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122	Mm	Assembling Corrugated Cartons
123	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
124		Packing Prepackaged and Preboxed Items
124		Packing and Wrapping Small Items
125		Packing and Wrapping Oversized Items
126		Packing and Wrapping Fragile Items
127		Gift Wrapping
128		Wrapping Parcels for Mailing
129	Mm	Identifying and Lifting Heavy Objects
130		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
131	Mm	Moving Heavily Loaded Dollies and Carts
132		Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

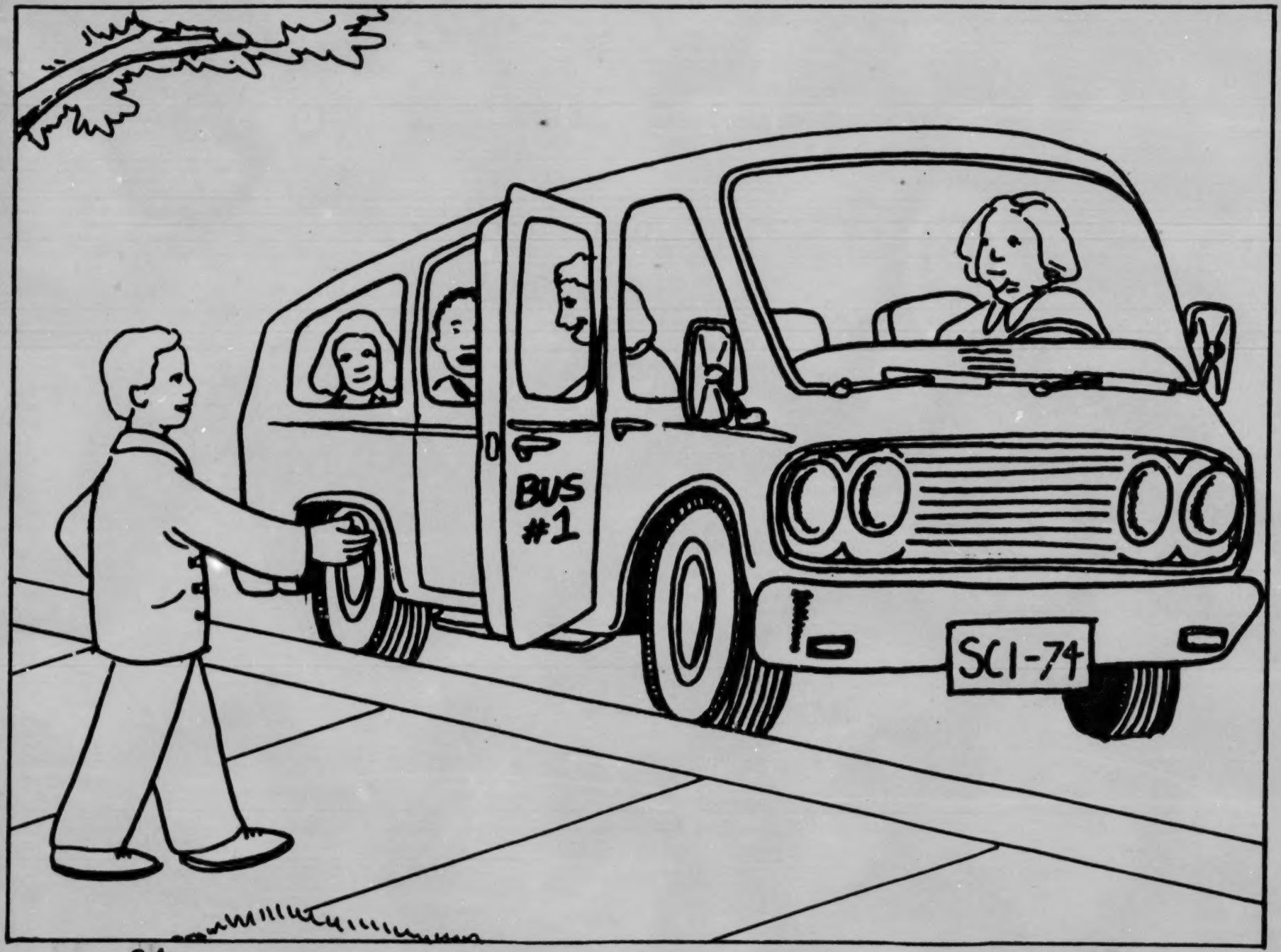
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.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TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

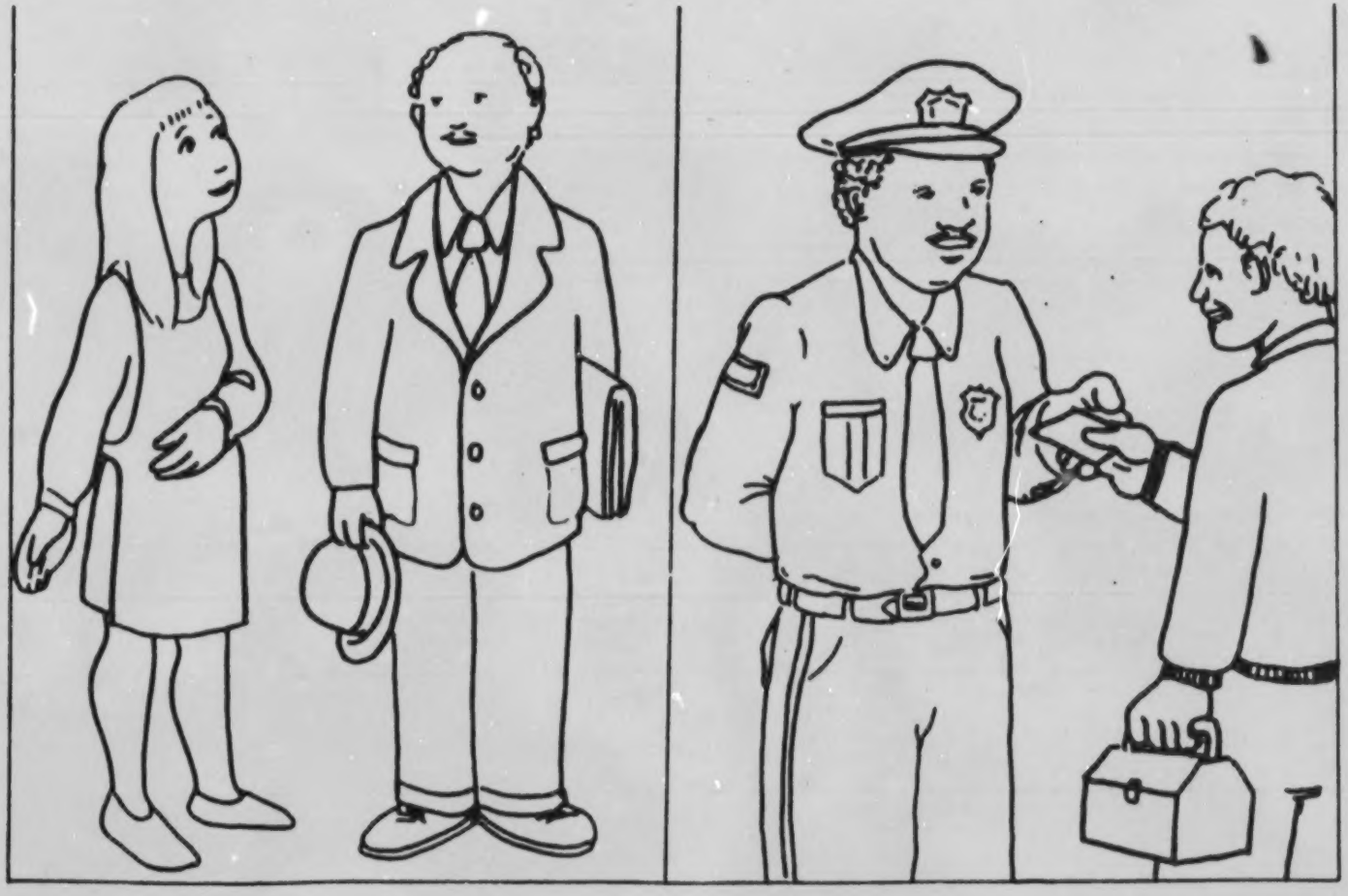
T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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B4-1

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TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

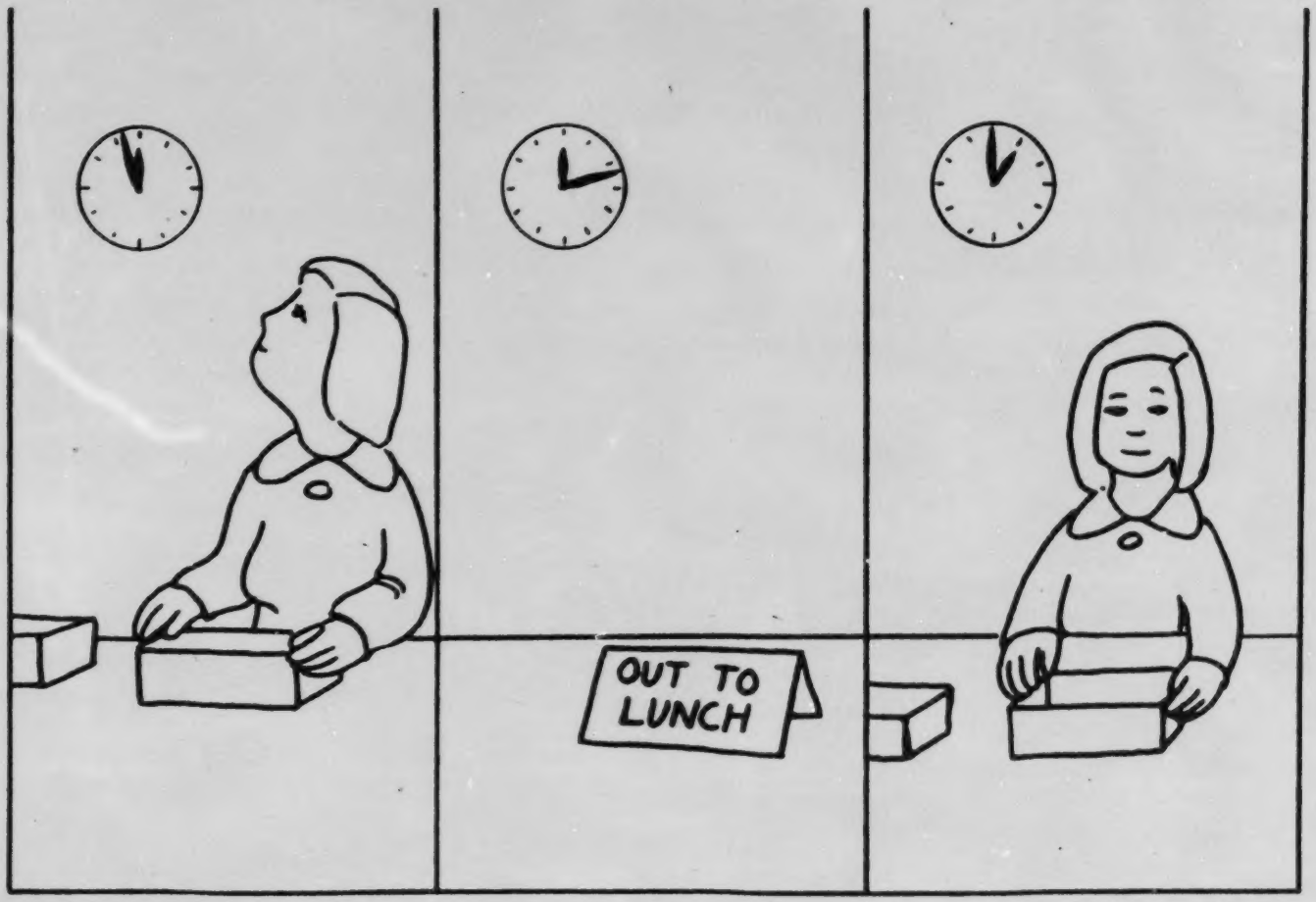
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

RRRRIING!
ONE MOMENT, PLEASE!

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

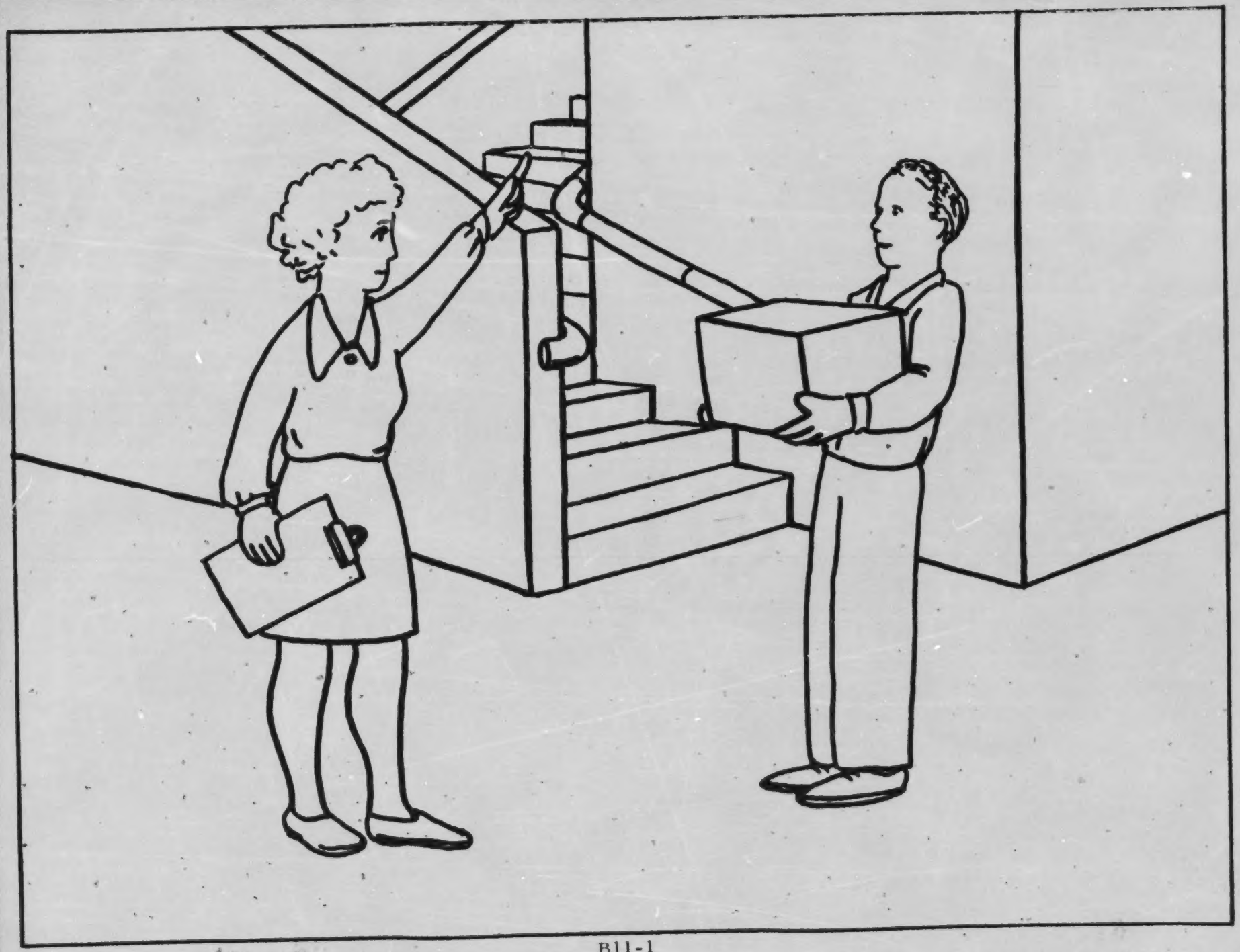
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

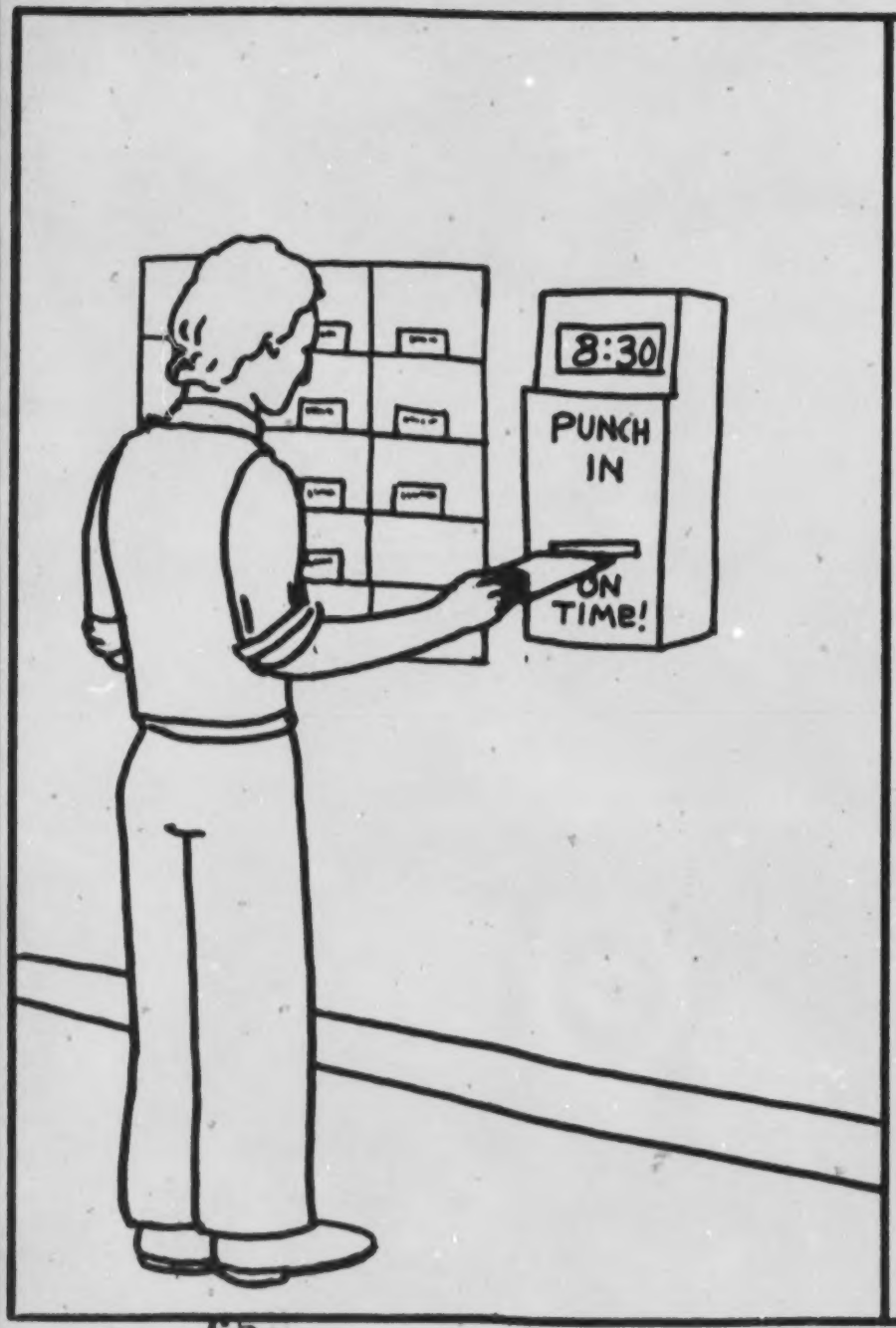
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

ELEVATOR
THIRD FLOOR PLEASE!

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

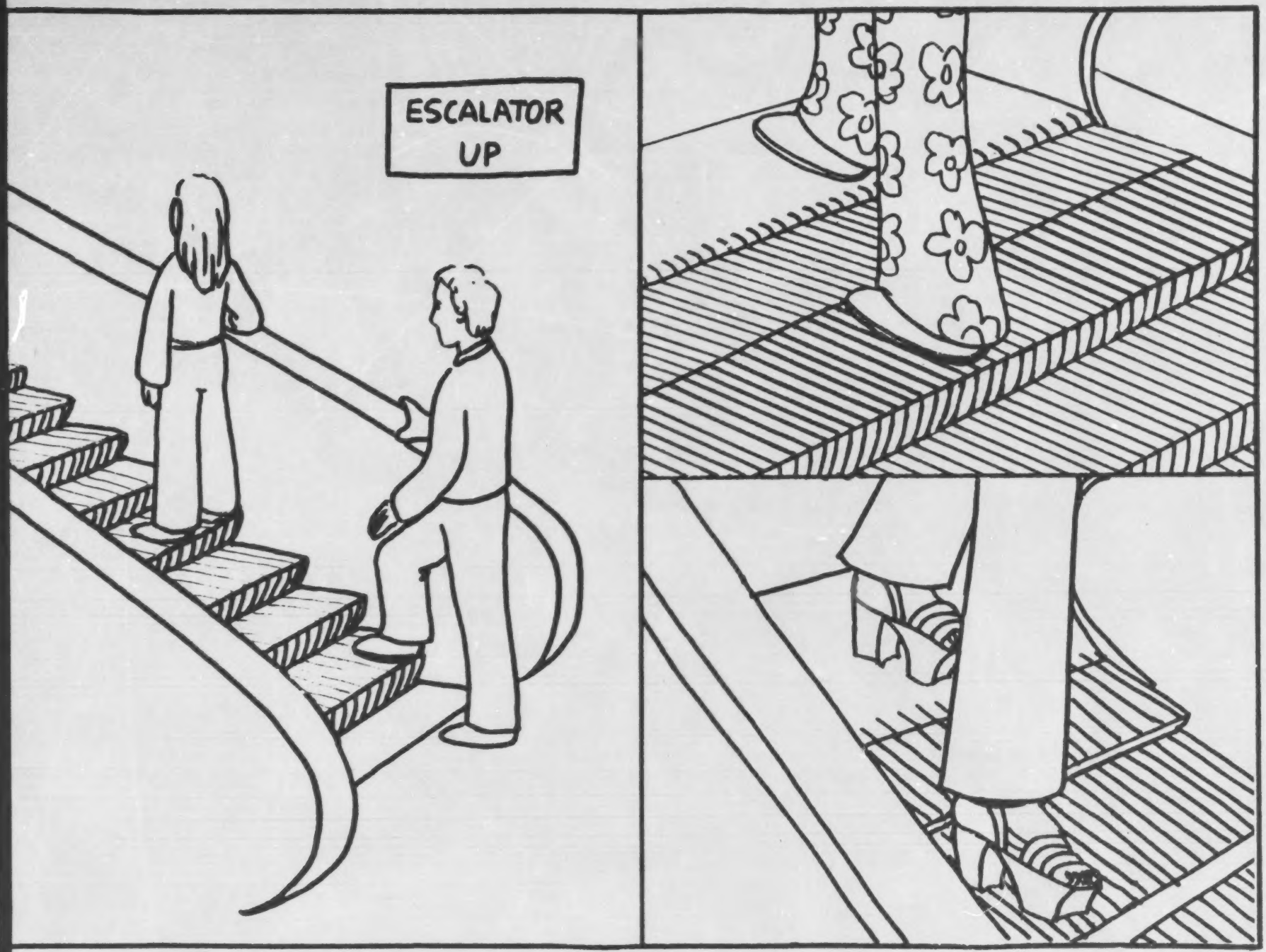
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

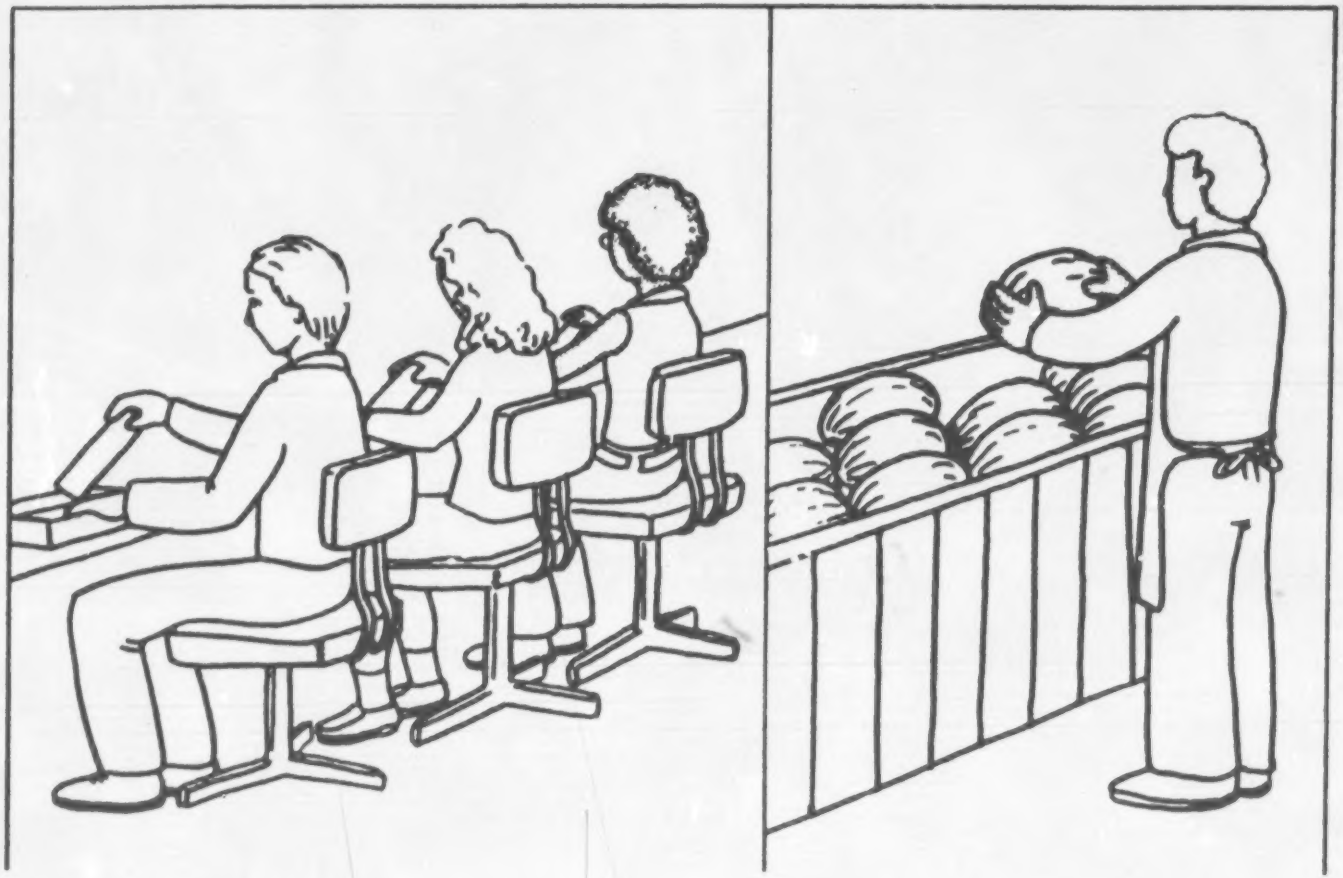
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

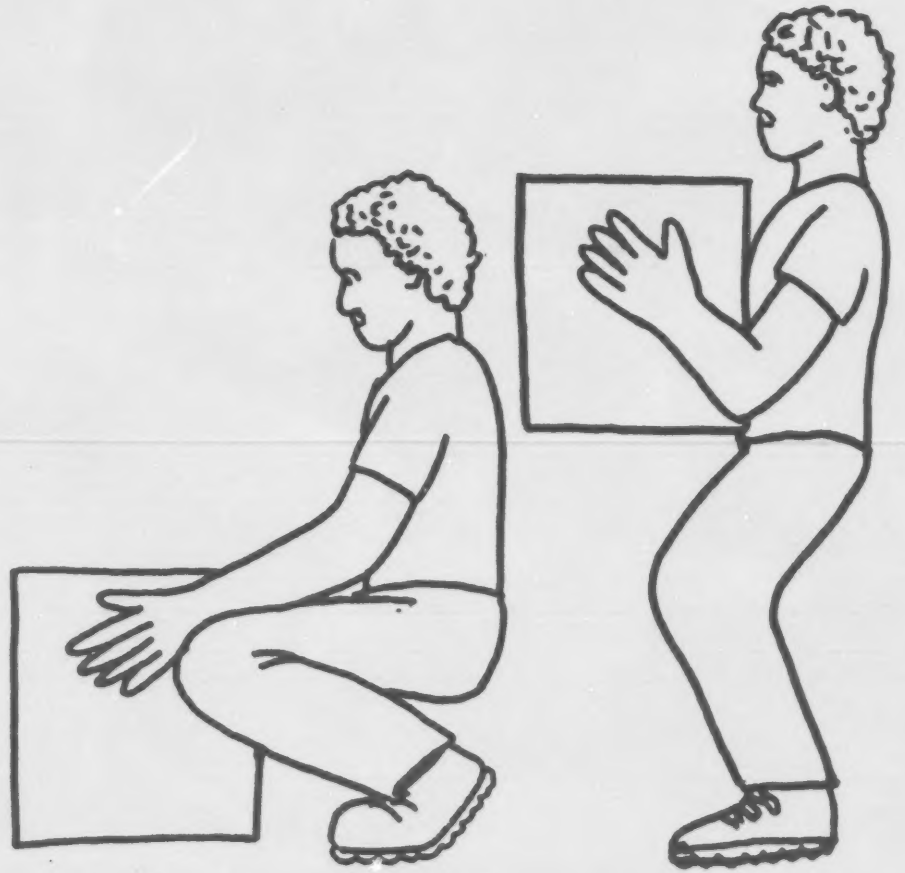
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

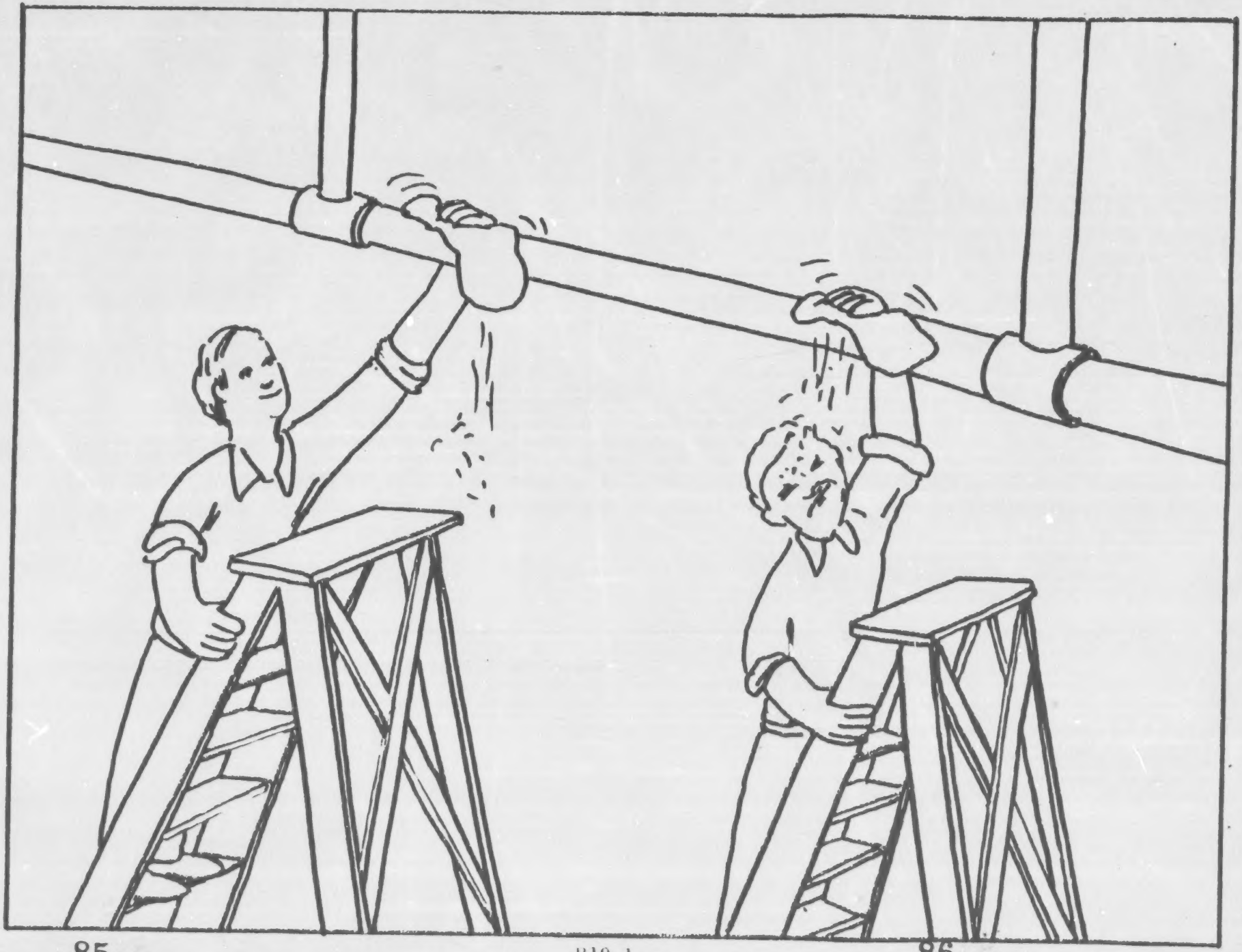
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

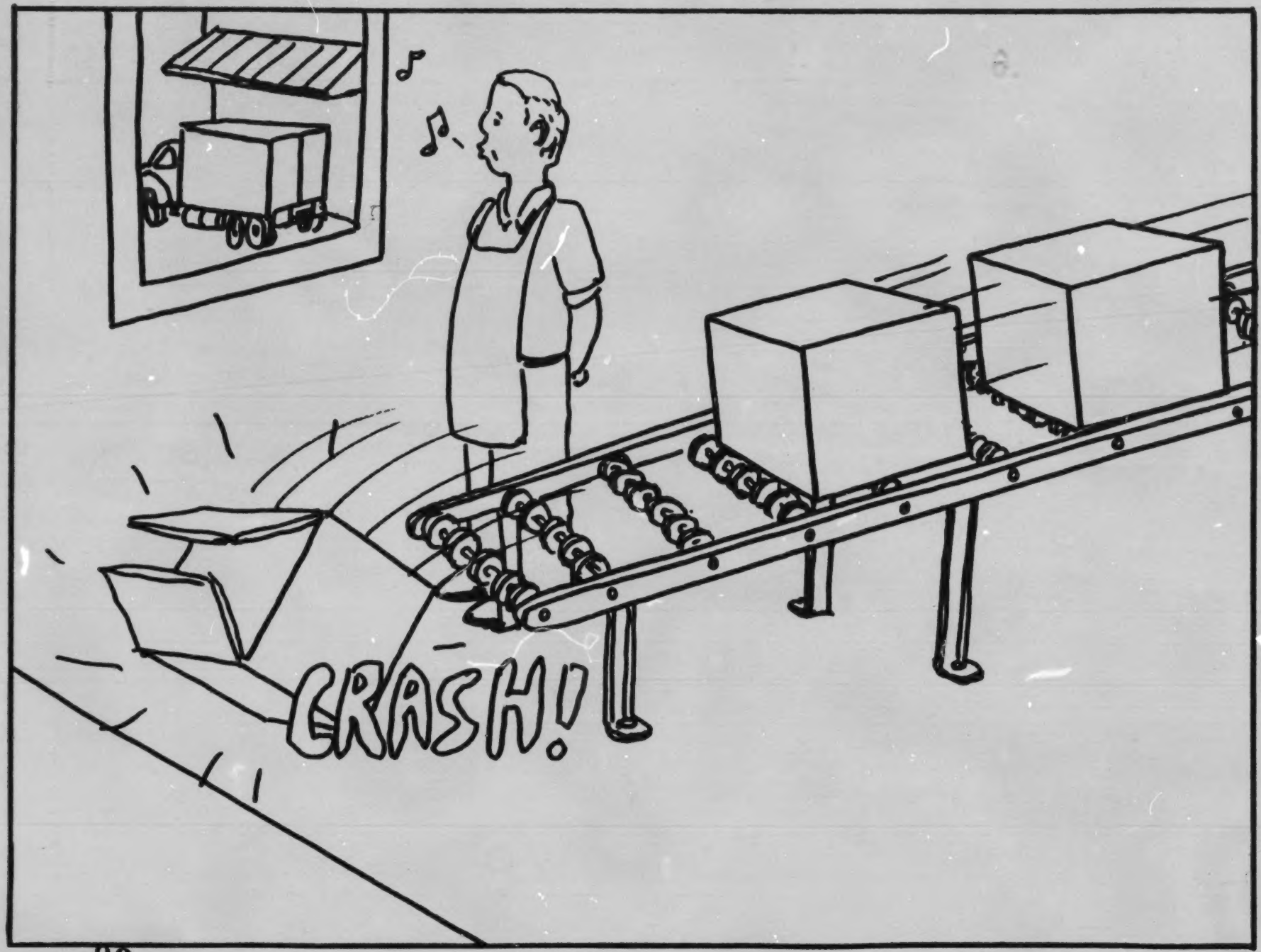
T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

R22-1


CRASH!

TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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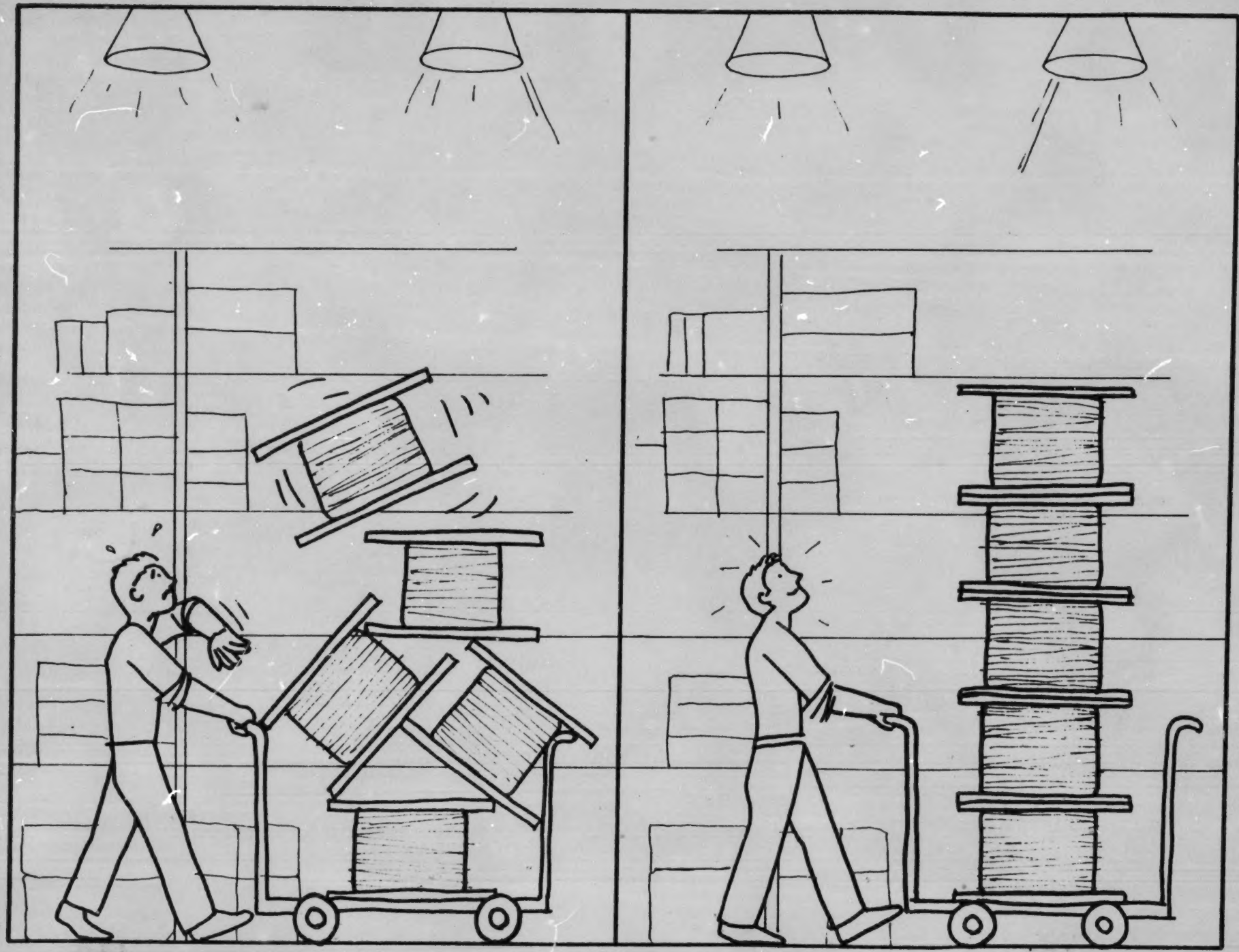

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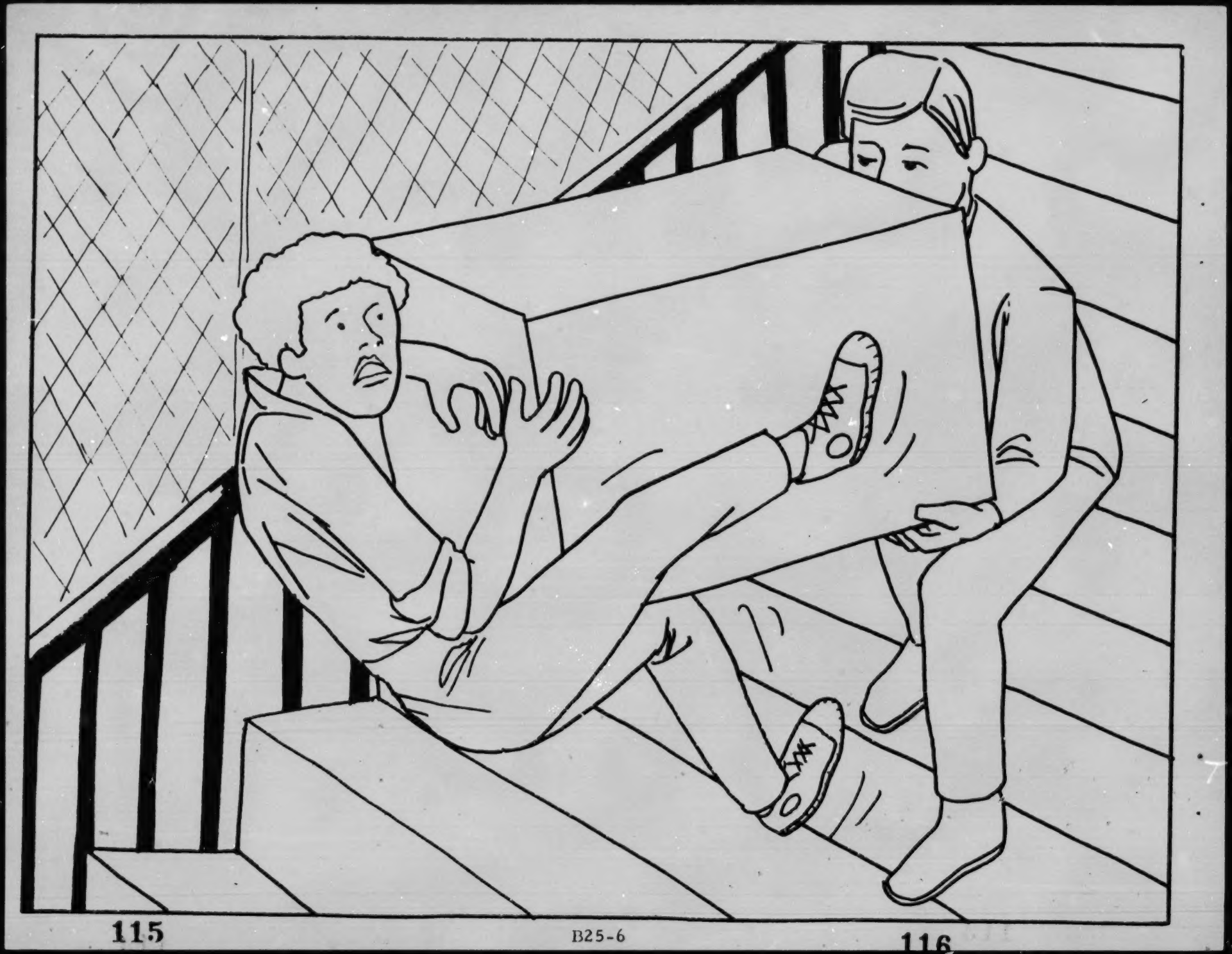

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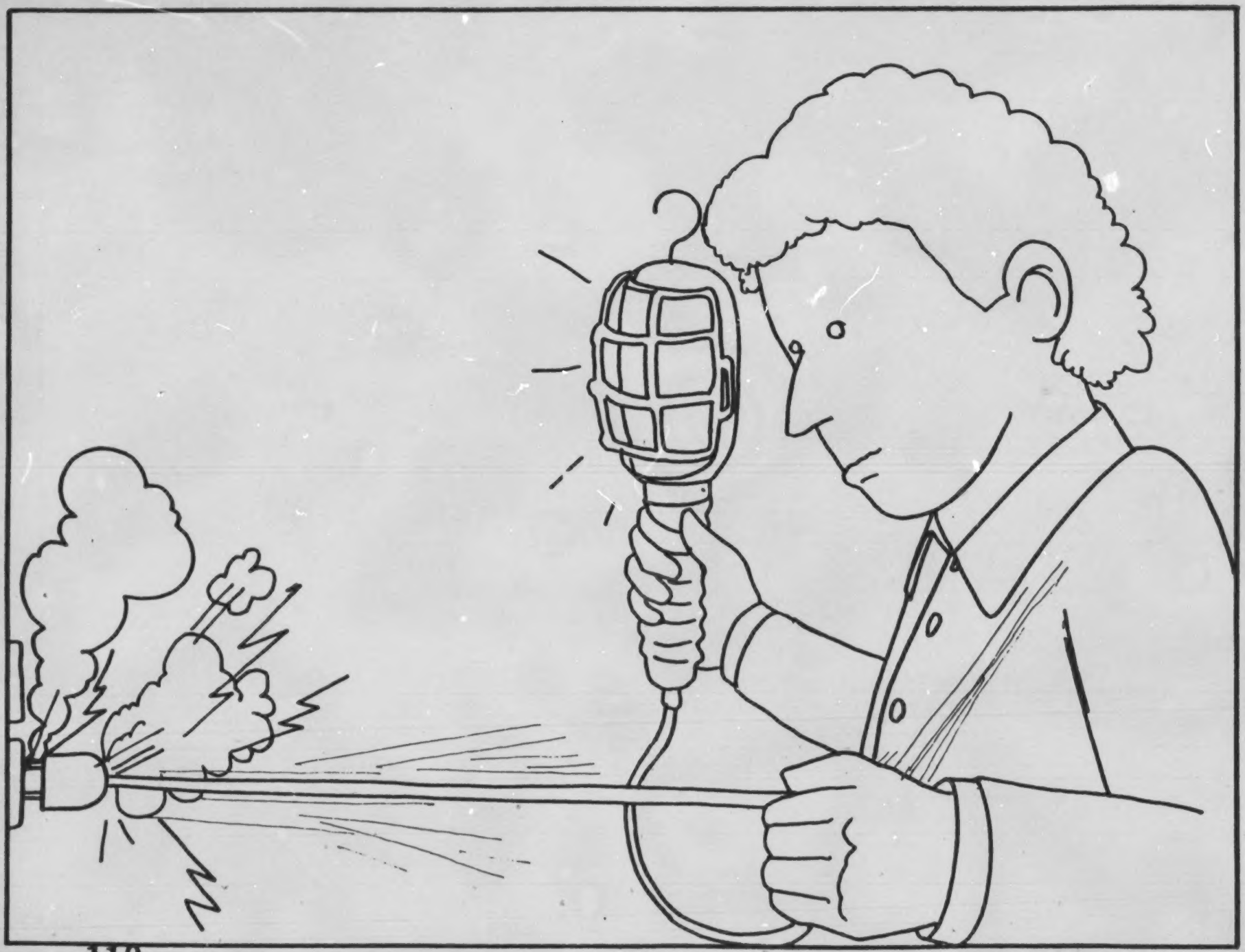

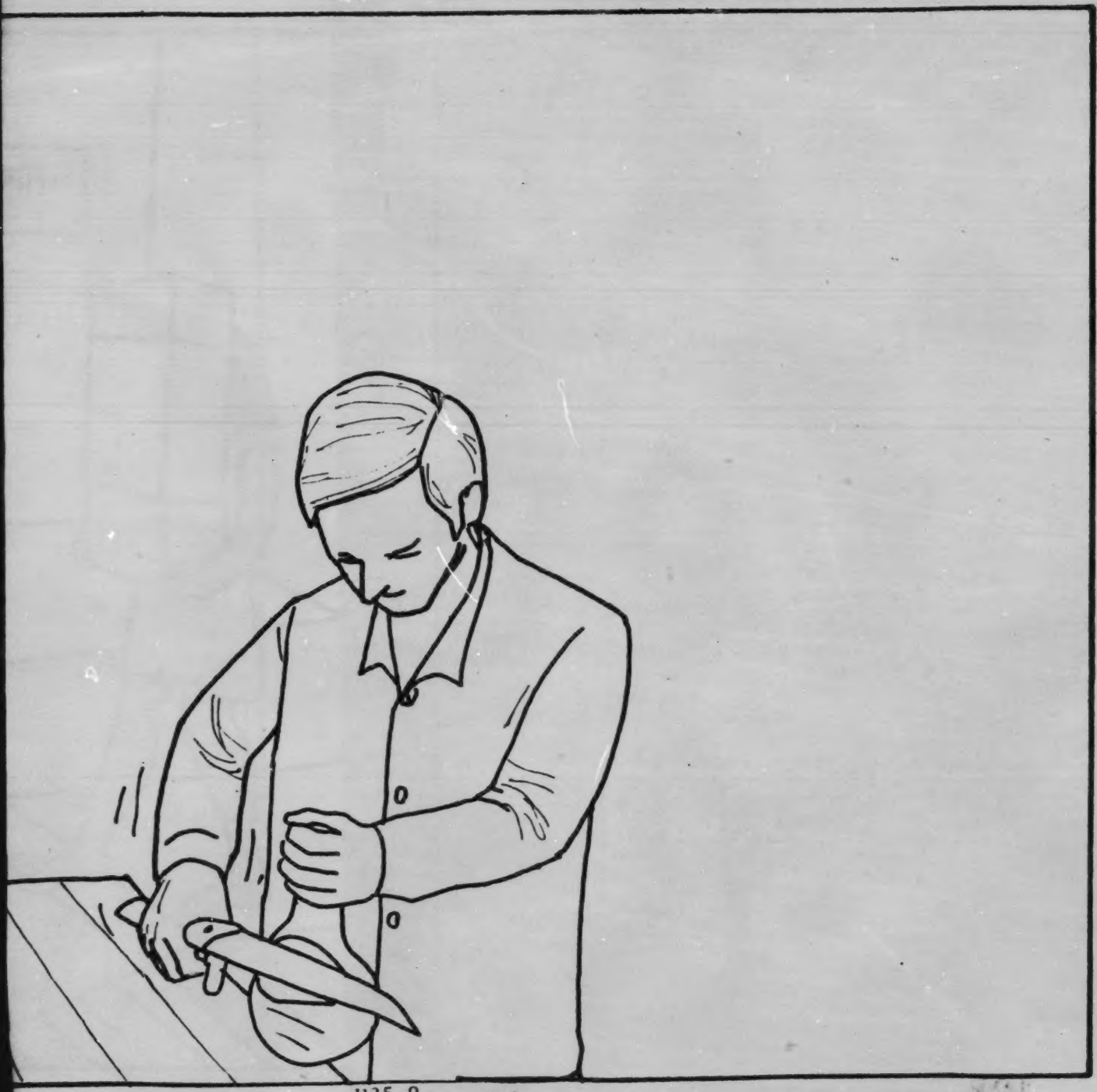

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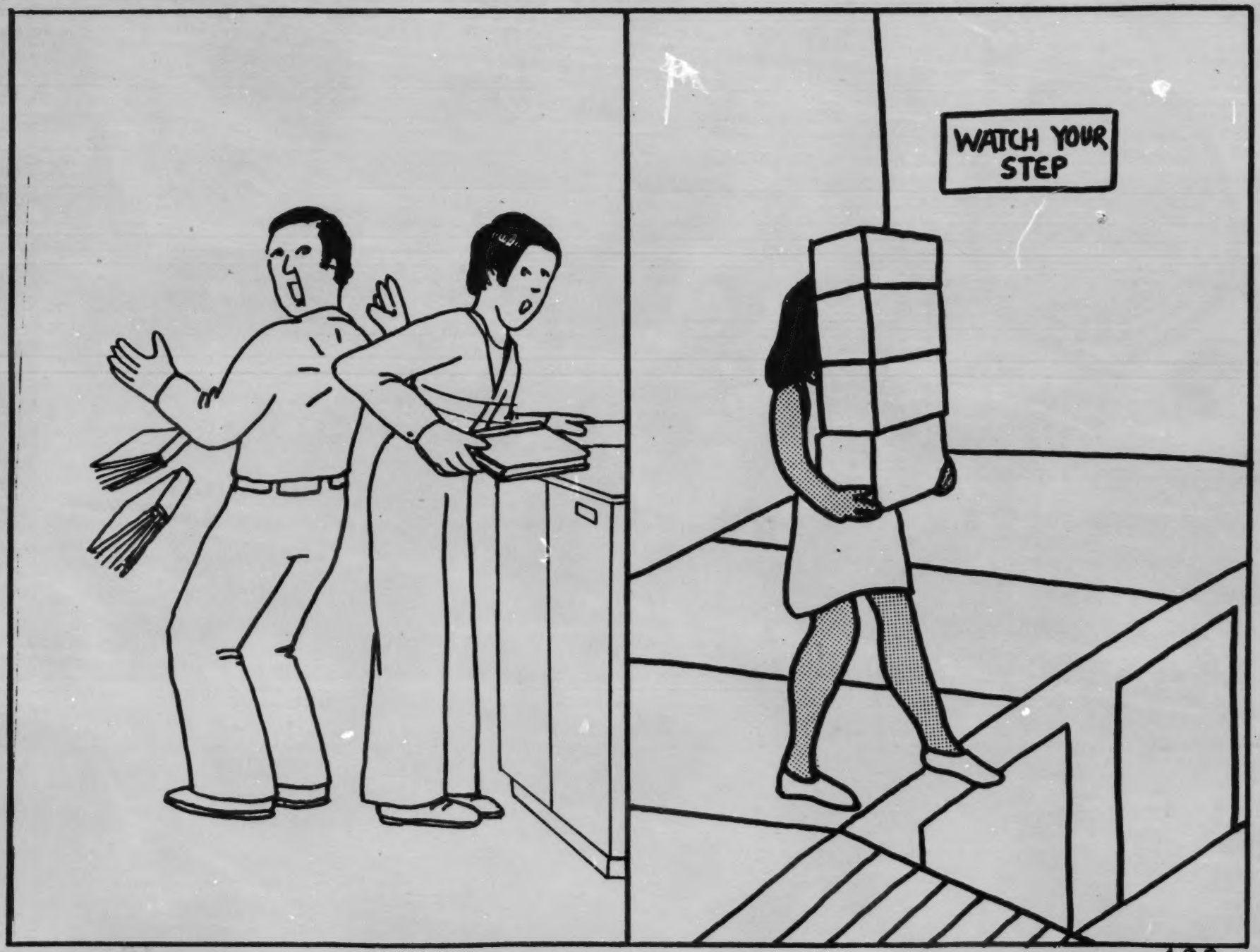

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TOPIC: Working Safely (cont.) JOB-REQUIRED BEHAVIORS

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

HURRY!
HURRY!

THANKS FOR
RUSHING!

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

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Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
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Milwaukee, WI 53210

South Carolina State Department of Education
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Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

JOB DESCRIPTION

An Assembly Worker (Basic)

- performs the following major tasks:

  fits and affixes rubber grommets

  fits and affixes rubber edgings

- wears protective clothing and a face mask while working with industrial chemicals
- works alongside but independently of other workers
- works under constant supervision
- works in a well-lit assembly room, with many people seated cafeteria-style at long work tables

TOPIC: Working in Manufacturing Areas

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Handling Industrial Adhesives

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Fitting and Affixing Rubber Grommets

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of grommets which prevent cables and wires from wearing thin and tearing under friction.

S brushes edges of a drilled hole with a chemical etching solution, then wipes them with a cloth.

S applies a thin coat of cement to edges.

S inserts a grommet securely in place over the hole edges.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean hole edges with chemical etching solution and cloth, (2) apply a thin coat of cement to edges, and (3) insert and secure grommet in place over hole edges. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Industrial Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes dangers of working with industrial chemicals and safeguards which must be taken.

S explains why a worker wears a face mask, goggles, smock and gloves as protective measures.

S correctly puts on a face mask, goggles, smock and gloves, and safely works with industrial chemicals.

S explains that one must wash immediately with cold water any part of the body which has come in contact with a chemical.

TOPIC: Working with Industrial Chemicals (cont.) ASSEMBLY WORKER (BASIC)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain safeguards required when working with industrial chemicals, (2) put on correctly a face mask, smock, goggles and gloves, and (3) perform assigned task which includes working with chemicals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Fitting and Affixing Rubber Edgings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays a flat piece of metal.

S explains that rubber edgings are made specifically to provide a cushioning around the outside of a flat fitting to eliminate vibration and abrasion and to create a waterproof seal.

S points out that the specific piece of edging can slip away easily from the flat piece of metal it is covering and indicates that it must be cemented in place.

S cleans edge of metal with brushed-on etching solution.

S wipes edge clean with cloth.

S brushes on a thin coat of cement.

S installs rubber edging.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean edge with etching solution, (2) wipe edge clean, (3) brush edges with a thin coat of cement, and (4) install edging. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Conveyor Belts

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns switch to start conveyor belt and demonstrates necessary precautions to operate belt. S turns switch to stop belt.

S takes previously prepared materials to be assembled and performs individual task at assembly line with a group of other students who also perform individual tasks. S observes all safety measures.

Safety Considerations: Keep hands away from rollers
Wear short-sleeved shirts and blouses or roll up long-sleeved ones above elbows
Tie back long hair
Do not wear loose clothes or long ties
Concentrate on assigned task
Avoid unnecessary conversation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to work in combination with others on a conveyor-belt assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Assembling Metal Fittings

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles threaded electrical RF connectors into a machine housing by hand.

S tightens connectors with a torque wrench until required number appears on torque wrench scale, indicating the amount of pressure being applied.

S covers joint of connector base and surface of housing with suitable lacquer.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble connectors into housing by hand, (2) tighten connectors to prescribed pressure with torque wrench, and (3) apply a lacquer covering to all finished connector installations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

ASSEMBLY WORKER (BASIC)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Blow-Molding-Machine Operator

- performs the following major tasks:

  operates automatic blow-molding machine

  inspects completed blow-molded units

  packs and seals cardboard boxes and corrugated cartons

  packs and wraps small items

  packs and wraps oversized items

- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

BLOW-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines

BLOW-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Automatic Blow-Molding Machines BLOW-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S feeds plastic granules into hopper of automatic blow-molding machine.

S removes blow-molded units from die end of machine.

S inspects each unit for proper shape.

S trims pinch-off from blow-molded units.

S feeds rejected units into regrinder.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) feed plastic granules into hopper as needed, (2) remove blow-molded units from die end of machine, (3) inspect each unit for proper shape, (4) trim pinch-off from blow-molded units, and (5) feed rejected units into regrinder. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

BLOW-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

BLOW-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Calendering Operator

- performs the following major tasks:

  operates automatic calendering machine

  lifts heavy rolls of plastic in tandem with another worker

  shelves heavy rolls of material in tandem with another worker

- is required to have considerable physical strength and agility
- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

CALENDERING OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines

CALENDERING OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Automatic Calendering Machines

CALENDERING OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S feeds plastic granules into hopper of automatic calendering machine.

S monitors machine for malfunction. S stops machine if there is a problem and notifies supervisor.

S unlatches "take off" roll from machine for removal for packaging or for further processing.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) feed plastic granules into hopper when needed, (2) monitor machine and report any malfunction, and (3) prepare "take off" roll for removal for packaging or for further processing. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bundling and Unbundling Heavy Rolls of Material

CALENDERING OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bundles various heavy rolls of different materials, each weighing over 50 lb., observing safety precautions and proper procedures.

S unbundles various heavy rolls of different materials with cutting pliers and scissors. S uses good body mechanics.

S observes safety precautions at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bundle and (2) unbundle heavy rolls of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Shelving Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using good body mechanics, securely stores heavy rolls of material on different types of shelves.

S handles material in tandem with another S if material is heavy.

S employs the best method of lifting various materials.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to shelve heavy rolls of material safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

CALENDERING OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

CARTON ASSEMBLER

A Carton Assembler

- performs the following major tasks:

  assembles corrugated cartons

  stacks and stocks empty corrugated cartons

  stacks cartons in appropriate area by size

- works usually alone
- works under periodic supervision
- works in an environment that varies from spacious shipping departments to cramped quarters; stands much of the time

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking and Stocking Empty Corrugated Cartons CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S disassembles a variety of taped used cartons of dissimilar size.

S demonstrates how to handle dull instrument safely while breaking tape on cartons.

S flattens cartons to original state and places those of similar size together.

S selects cartons that will fit and places them far back on stock room shelves so that they do not hang over shelves. S explains that cartons must be stored far back on shelves to avoid endangering passing persons.

S stores cartons that are too large for shelves in designated area.

S sorts and groups new cartons by size and places them in stock.

Safety Consideration: Do not let cartons hang over shelves

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify cartons of dissimilar size and (2) stack them by size on shelves or in storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

EXTRUDER OPERATOR

An Extruder Operator

- performs the following major tasks:

  operates automatic extruding machine

  inspects completed units

  loads and unloads dollies and carts

  packs and seals cardboard boxes and corrugated cartons

- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Automatic Extruding Machines

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S feeds plastic granules into hopper of automatic extruding machine.

S removes extruded units or profiles from die end of machine.

S inspects each unit or profile for proper dimensions.

S forwards extruded units to next job station for direct packaging or for further processing.

S feeds rejected units into regrinder.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) feed plastic granules into hopper as needed, (2) remove extruded units or profiles from die end, (3) inspect each unit or profile for proper dimensions, (4) forward extruded units to next job station, and (5) feed rejected units into regrinder. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

EXTRUDER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

A Garment Boxer

- performs the following major tasks:

  selects and assembles suitable boxes and cartons

  folds and boxes garments

  packs various quantities of garment boxes into large cartons

- works usually alone or in tandem with another worker
- works under periodic supervision
- works usually in a well-lit, uncrowded, orderly stock room; stands most of the time

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking Shelves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, working with a team if required, separates by classification a large assortment of jars, cans, folded merchandise and labeled boxes.

S groups items with similar labels, colors or sizes, such as cereal boxes, for example.

S arranges items on shelf in previously established order.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate, (2) group, and (3) stack an assortment of jars, cans, folded merchandise and labeled boxes on shelves, grouping items with similar labels, colors, sizes and shapes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

INJECTION-MOLDING-MACHINE OPERATOR

An Injection-Molding-Machine Operator

- performs the following major tasks:

  operates automatic injection-molding machines

  inspects completed injection-molded units

  loads and unloads dollies and carts

  packs and seals cardboard boxes and corrugated cartons

- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Automatic Injection-Molding Machines

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S feeds plastic granules into hopper of automatic injection-molding machine.

S removes injection-molded units for direct packaging or for further processing.

S removes connecting gates from product.

S inspects each injection-molded unit for proper dimensions.

S feeds rejected units into regrinder.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) feed plastic granules into hopper as needed, (2) remove injection-molded items from mold end of machine, (3) remove connecting gates, if any, from product, (4) inspect each unit for proper dimensions, and (5) feed rejected units into regrinder. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

INJECTION-MOLDING-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

PAINT SPRAYER

A Paint Sprayer

- performs the following major tasks:

  cleans and burnishes by hand

  spray-paints small and large areas

  maintains paints, sprayers and brushes

- wears face mask while working with spraying equipment
- works independently of other workers
- works under constant supervision
- works in a ventilated paint shop, room, or spray booth; may be standing or sitting

TOPIC: Working in Manufacturing Areas

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Handling Chemical Cleaning Agents

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning and Burnishing by Hand

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans various metal, wood and plastic parts, using the following procedures:

- Prepares metal surfaces for painting by washing surfaces with detergent or soap and water
- Sands wood surfaces with fine grade of sandpaper
- Cleans and prepares plastic surfaces with solvent
- Blows out particles remaining in castings after sandblasting
- Places miniature mechanical parts in rack or wire basket and immerses them in degreasing tank to remove oil and dirt
- Brushes or dips oxidized metal parts into caustic solutions to loosen grease, dirt and foreign substances; rinses parts with hot water

S explains that blistering, peeling, and cracking often occur as paint dries because of improper cleaning methods prior to painting.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean and burnish metal, wood and plastic parts following the procedures outlined above. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning and Burnishing with Ultrasonic Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why small metal parts are cleaned and burnished ultrasonically.

S places a group of small metal parts such as bare wire lengths, miniaturized transistor housings and soldering pins with very rough surfaces, corners and edges into an ultrasonic cleaner.

S determines timer setting from a timer-setting list with code number designations for items to be burnished.

S sets timer and presses START button.

S removes parts after cleaner stops and places them in an appropriate storage bin.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) read timer-setting list correctly for items to be burnished, (2) set timer properly to indicated setting, and (3) press START button. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Paints and Varnishes

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that weather conditions have to be taken into consideration when painting because they affect the quality of a job.

S selects various types of surfaces and paints each with latex paint. S stresses importance of feathering edges and applying an even coat to entire surface.

S selects various types of surfaces and paints each with an oil paint. S stresses importance of feathering edges and applying an even coat to entire surface, keeping edges wet.

S applies varnish to a variety of surfaces. S brushes in direction of grain.

Safety Considerations: Paint and varnish in a well-ventilated area

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) paint and (2) varnish various surfaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Spraying Equipment

PAINT SPRAYER

S explains that worker wears face mask for protection to avoid inhaling toxic fumes when working with spraying equipment.

S puts on a face mask and checks it for proper fit.

S covers work area with a drop cloth unless a spray booth is used.

S demonstrates adjustment of spray valve and nozzle to regulate width and pressure of spray.

S sprays a bisque vase with glaze, covering it thoroughly but avoiding excessive spraying of surface.

S spray-paints part of a metal chair thoroughly and evenly.

S sprays a potted plant with appropriate insecticide sprayer.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) protect work area and (2) spray a variety of items, using paint and insecticide with appropriate sprayers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Spray Booths

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wears face mask while operating spray gun in a spray booth. S explains that if ventilator fails to work when light in booth is turned on, spraying should not be attempted.

S demonstrates how to adjust sprayer valve and nozzle to regulate width and pressure of spray. S explains that adjustment for each item to be painted depends upon surface area and porosity of part.

S suspends a work piece from overhead hook in spraying booth. S pulls trigger on spray gun and directs spray, always moving gun so as to prevent paint from running or draining down object or overshooting it.

Safety Considerations: Do not spray in an unventilated booth

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) put on and wear a face mask, (2) adjust width and pressure of spray according to surface area and porosity of object, and (3) uniformly spray object so that paint does not run or drain down. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Spray-Painting

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that painting with spray paint is a fast way to paint small or large objects and surfaces, but that doing a neat job requires a great deal of care.

S protects surrounding parts of objects or areas to be spray-painted by covering them with newspaper and by securing newspaper with masking tape.

S, wearing protective goggles, lightly shakes spray can and, pointing spray nozzle toward object to be painted, presses spray valve.

TOPIC: Spray-Painting (cont.)

PAINT SPRAYER

S applies paint evenly over object or area, holding can approximately 18 inches from surface.

Safety Considerations: Use spray paint in a well-ventilated room only
Keep spray-paint can away from heat

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) mask and protect surrounding surfaces and (2) spray-paint an object or area evenly. This object will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Paints and Brushes

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper procedure for care of paints and brushes. S:

- Pries lid open evenly all around with a screwdriver or lid pry without damaging can
- Punches four equally spaced small holes through lower part of sealing rim on the can with an awl
- Uses paint pot when mixing in order to prevent spillage
- Pours small amounts of paint at a time into paint pot when painting
- Keeps paint can tightly closed when not in use to prevent evaporation
- Returns all excess paint to can and seals lid tightly by pressing top down firmly with a wood block
- Stores paint can under conditions suggested by manufacturer, away from heat, flame or cold

S shows procedure for maintaining paint brushes by taking a clean brush, rinsing it in a solvent and shaking out excess. S explains that this coats the bristles and makes cleaning easier.

S dips a brush coated with paint in the same solvent and wipes brush on edge of can, removing all excess paint. S adds a small amount of solvent to an empty paint pot and works brush up and down to remove paint from heel of brush. S pours solution into another can, adds a small amount of fresh solvent to paint pot and again works brush up and down to remove more paint. S repeats procedure until solvent is clear.

S explains that solvent which has been poured into container can be used again for other brushes.

S wraps cleaned brush in its original package or in paper to help bristles stay in shape and clean.

S hangs brush up to prevent damage to bristle.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain paints and brushes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PAINT SPRAYER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

PAPER CUTTER AND WRAPPER

A Paper Cutter and Wrapper

- performs the following major tasks:

  inserts large stack of paper into paper-cutting machine

  sets machine to cut paper to desired sheet size

  operates power-driven paper-cutting machine

  packages and boxes reams of paper

- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large plant that is usually cluttered and messy; may stand or sit

TOPIC: Working in Manufacturing Areas

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Power-Driven Paper-Cutting Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets dial on power-driven paper-cutting machine to cut paper to prescribed size.

S loads machine with a stack of large sheets of paper and clamps it securely in place.

S operates cutting machine to cut paper to size. S waits for blade to elevate all the way after paper is cut.

S removes the cut paper and stores it in an appropriate area.

Safety Considerations: Keep hands away from blade at all times

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set dial for prescribed size, (2) stack and securely clamp paper in machine, (3) start machine, (4) remove cut paper from machine when paper cutting is completed, and (5) store paper in a suitable area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Reams of Paper

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects suitable wrapping paper to wrap a ream of paper. S packages ream, sealing top and ends with tape.

S places packaged ream of paper flat in a suitable carton.

S repeats procedure until carton is full or contains designated number of reams.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap, (2) tape, and (3) box reams of paper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Plastic and Cellophane Package Sealer

- performs the following major tasks:

  works with heat-sealing machines

  works with skin and blister packaging machines

  seals plastic and cellophane bags

- works usually alone, alongside other workers
- works under periodic supervision
- works in an environment that varies from spacious to cramped; may sit or stand

TOPIC: Working on Assembly Lines

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment — PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Heat-Sealing Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S operates heat-sealing machine in order to seal plastic containers which hold a variety of items.

S stops machine after sealing containers.

Safety Considerations: Keep hands away from heat-sealing iron
Do not wear loose clothing or long ties
Tie back long hair
Concentrate on task, do not talk or turn around

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to operate a heat-sealing machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Skin and Blister Packaging Machines

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S inserts single item to be packaged in plastic bag.

S heat-seals open end of bag.

S puts package into heat-shrink packaging machine.

S removes skin-shrunk item from machine and sends it to next work station.

S inserts board-mounted item in plastic bag and repeats above procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package single or board-mounted item in plastic bag, (2) heat-seal open end of bag, (3) place packaged item in heat-shrink packaging machine, (4) remove skin-shrunk item, and (5) forward it to next work station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

PRODUCTION ASSISTANT

A Production Assistant

- performs the following major tasks:

  selects, sorts and groups hardware

  counts out required amounts of each type of hardware or other materials to be bagged together

  staples and heat-seals bags

  stores complete assemblies in specific areas

  puts together groups of parts, materials and hardware

  selects complete assemblies from stock for scheduled shipments to customers

- is required to have considerable physical strength
- works in cooperation with other workers
- works under periodic supervision
- works in locations that vary from spacious to cramped; stands or sits

TOPIC: Sorting and Grouping Items to Specification

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Small Items

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, seated with a group in assembly-line fashion at a long table or preferably at a moving assembly belt, assembles specific items, such as cosmetics, novelty gifts, small candles and typewriter ribbons.

S demonstrates how to:

- place small items in box, close bottom, leave top open
- close top of box and seal lid with Scotch tape as required
- pack properly several boxed small items into larger box
- place top on box, tape if required, and place on next table for labeling and shipping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package small items individually and (2) pack them in groups in a larger box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Conveyor Belts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns switch to start conveyor belt and demonstrates necessary precautions to operate belt. S turns switch to stop belt.

S takes previously prepared materials to be assembled and performs individual task at assembly line with a group of other students who also perform individual tasks. S observes all safety measures.

TOPIC: Working with Conveyor Belts (cont.) PRODUCTION ASSISTANT

Safety Considerations: Keep hands away from rollers
Wear short-sleeved shirts and blouses or roll up long-sleeved ones above elbows
Tie back long hair
Do not wear loose clothes or long ties
Concentrate on assigned task
Avoid unnecessary conversation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to work in combination with others on a conveyor-belt assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Stacking and Stocking Assembled Parts PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that it is necessary to have an orderly stock area for a shop which is fabricating, assembling or packaging parts.

S, working in a real or simulated stock room of a shop area, prepares multidigit number identification tags for all parts being worked on from an item identification list and attaches them to items.

S writes out a gummed label for each multidigit part number and attaches labels to shelves on which completed parts are stored.

S places completed parts in their proper storage area by comparing their tag numbers with numbers pasted on storage shelves.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) assign part numbers to parts being worked on, (2) label storage shelves appropriately, and (3) stack assembled parts on storage shelves by their part numbers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Order Sheets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S calls out names of letters, words and numbers on sample order sheet.

S explains meaning of each term which refers to merchandise.

S demonstrates matching of articles of merchandise with terms listed on order sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to coordinate articles of merchandise with terms on order sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PRODUCTION ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

RAW MATERIALS HANDLER

A Raw Materials Handler

- performs the following major tasks:

  works with gas-driven heavy-duty machinery

  moves heavy objects with gas-driven machinery

  operates forklifts

  bundles and unbundles heavy rolls of material

  shelves heavy rolls of material

- is required to have considerable physical strength and agility
- works usually in cooperation with another worker
- works under periodic supervision
- works in a spacious and hazardous environment, both indoors and outdoors, under varying climatic conditions

TOPIC: Identifying and Lifting Heavy Objects

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses major OSHA regulations and rules necessary for safe operation of machinery.

S performs necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different types of machines.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to (1) maintain, (2) operate, and (3) load and unload high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and/or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bundling and Unbundling Heavy Rolls of Material RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bundles various heavy rolls of different materials, each weighing over 50 lb., observing safety precautions and proper procedures.

S unbundles various heavy rolls of different materials with cutting pliers and scissors. S uses good body mechanics.

S observes safety precautions at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bundle and (2) unbundle heavy rolls of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Shelving Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using good body mechanics, securely stores heavy rolls of material on different types of shelves.

S handles material in tandem with another S if material is heavy.

S employs the best method of lifting various materials.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to shelve heavy rolls of material safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

RAW MATERIALS HANDLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Stapler, Nailer and Riveter

- performs the following major tasks:

  works on roofs

  loads and uses industrial staple, rivet and nail guns

  staples tar or felt paper to roofs and sidings

  installs hardwood floors

  works with insulation materials

- works usually in cooperation with other workers
- works under close supervision
- works both indoors and outdoors under varying climatic conditions, in an environment that is often hazardous, dusty, cramped, hot or cold, and dirty

TOPIC: Working in Building Trades Areas

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S helps to set up materials, rigging and equipment in a typical building trade area and demonstrates how to work with required safety equipment.

S explains the need to be concerned for the safety of co-workers and passersby.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely in various building trades areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Roofs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains and demonstrates safety procedures, including the requirement not to move backward while working on roofs.

S explains and demonstrates safety procedures for working on a sloping roof which include wearing a safety harness.

S explains the use of roof scaffolding to aid work and improve safety.

Safety Considerations: Move forward, not backward, when working on roofs

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely and (2) productively on various types of roofs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Using Industrial Staple, Rivet and Nail Guns STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains and demonstrates necessary safety precautions for working with industrial staple, rivet and nail guns.

S loads guns, explaining the proper direction in which to insert fasteners.

S explains and demonstrates how to unload or free jammed guns properly.

S selects proper tool for fastening material and attaches it in prescribed manner.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) load, (2) operate, (3) unload, and (4) free jammed industrial staple, rivet and nail guns. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Plumb, Chalk and Straight Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S uses a plumb bob and line to establish a plumb or vertical line. S explains that the bob must be of sufficient weight to keep the line vertical and prevent it from moving.

S prepares a chalk line.

S establishes two points and snaps a chalk line sharp and straight.

S stretches a taut, straight line between two points and works with an offset block.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) strike a plumb line, (2) snap a chalk line, and (3) work with straight lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Hand Tools

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling of tools.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Sharp Tools and Implements STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stapling Tar or Felt Paper to Roofs and Sidings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S chooses the proper weight of saturated felt paper required for a particular type of application and attaches only as much as can be fastened without blowing away.

S explains that the type of fastener used will depend on the type of roofing. S points out that it is important to keep the proper side laps and top laps. S explains that the paper must be kept as smooth as possible.

S selects a typical wall and applies the felt paper in short 10- to 15-foot strips in a level line. S smooths and fastens strips, closely spacing staples. S explains that each successive strip must overlap a minimum of two inches on the top and six inches on the bottom. S avoids using long strips. S shows that short strips lie better and are easier to handle. S explains need to handle strips carefully to avoid tearing them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) apply and (2) fasten properly saturated felt paper to roofs and sidings. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stapling Roofing and Siding Shingles — STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various roofing shingles and staples of proper size. S fastens shingles with staple gun to different surfaces, stressing that fingers must be kept out of the way.

S applies various siding shingles with staple gun above exposure line. S ascertains that staples penetrate thoroughly.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) select various roofing and siding shingles, (2) choose staples of proper size, and (3) fasten shingles to different surfaces with staple gun. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Hardwood Floors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lays out the strip flooring at right angles to the joints, starting with a straight line. S lays each piece of flooring so that end joint steps back a minimum of six inches.

S fastens the floor with a nailing machine, placing nails a minimum of sixteen inches apart and three inches from each end.

S explains that it is important to drive the nails hard to draw the flooring tight.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to install hardwood strip flooring as directed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Insulation Materials

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to handle insulation materials.

S shows the different methods of installation with various types of insulation. S stresses that a face mask, gloves and protective glasses must be worn at all times.

Safety Considerations: Wear face mask, gloves and protective goggles

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) install various types of insulation material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Insulation

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why he wears protective clothing, goggles and a mask when installing insulation.

S positions the roll insulation between the frame members with the vapor barrier to the inside of the building and the fastening flanges smooth on the sides of the framing members. S explains that staples should be driven into both flanges every eight to twelve inches.

S applies the rigid panels to the various surfaces.

S pours the loose insulation into the cavity and spreads it to the desired thickness.

Safety Considerations: Never work without protective clothing, goggles and mask

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to install roll, rigid and loose insulations for different structural conditions as directed. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

STAPLER, NAILER AND RIVETER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Thermal Heat-Sealer

- performs the following major tasks:

  operates heat-shrink packaging machine

  packs and seals cardboard boxes and corrugated cartons

  packs and wraps small items

  packs and wraps oversized items

- works alongside and in cooperation with other workers
- works under close supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Skin and Blister Packaging Machines THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S inserts single item to be packaged in plastic bag.

S heat-seals open end of bag.

S puts package into heat-shrink packaging machine.

S removes skin-shrunk item from machine and sends it to next work station.

S inserts board-mounted item in plastic bag and repeats above procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package single or board-mounted item in plastic bag, (2) heat-seal open end of bag, (3) place packaged item in heat-shrink packaging machine, (4) remove skin-shrunk item, and (5) forward it to next work station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing.
S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

WRAPPER

A Wrapper

- performs the following major tasks:

  gift wraps packages

  wraps parcels for mailing, parcel post or private parcel deliverer

- is required to have fine motor dexterity
- works usually alongside another worker
- works under close supervision
- works in a mail room or in an environment similar to a mail room; may be sitting or standing

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Gift Wrapping

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various materials necessary for gift wrapping, including at least four boxes of different sizes and shapes.

S demonstrates how to measure correct size of paper for package to be wrapped. S shows how to handle scissors safely when cutting measured wrapping paper. S wraps box in paper.

S examines package to check whether it has been wrapped correctly.

S points out words such as "anniversary," "birthday" and "wedding" printed on wrapping paper and explains their meaning. S points out designs which designate such special occasions.

S demonstrates operation of bow machine.

S also shows how to make bows by hand and how to tie box with ribbon.

S places bow on package.

Safety Considerations: Handle scissors carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to gift wrap by (1) selecting box of proper size, (2) choosing appropriate gift wrapping paper, (3) cutting paper to correct size, (4) wrapping box properly, (5) making a bow by machine and by hand, (6) tying box with appropriate ribbon, and (7) placing bow on box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.